requested the publisher, the Oxford University Press, to temporarily withhold the work of publication of the two volumes written by Prof. Sumit Sarkar and Prof. K N Panikkar. Typescripts of these volumes were requested for perusal. The Council has stated that the purpose is to ensure that the lapses and drawbacks found in earlier volumes are not repeated. The manuscripts have been received in the ICHR in December 2001.

(c) to (e) ICHR has informed that an Expert Committee of Historians has been constituted to consider the matter for expediting the publication of remaining volumes of "Towards Freedom" Project

Changes in History Syllabus

238. SHRINILOTPALBASU:
SHRI RUMANDLA RAMACHANDRAIAH:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the NCERT has drawn up a new frame-work of curriculum;

(b) if so, the details thereof; and

(c) the comparative details in tabular form of the changes in the History Syllabus for each class for which these changes have been proposed along with the rationale for such changes?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT PR. (SHRIMATI) RITA VERMA]: (a) and (b) Yes, Sir. While the framework responds to many new societal and pedagogical changes it remains well within the broad parameters of the National Policy on Education framed in 1986 and modified in 1992. Some of the salient features of the new curriculum framework are - viewing the child as a constructor of knowledge, reducing the curriculum load, using cultural specific pedagogy, universalisation of elementary education and linking education with life skills, meeting the challenges of information and technology, recognising the interface between cognition, emotion and action and evolving a humane, learner, friendly, error free, responsive and transparent evaluation system.

(c) Comparative details of the changes in the History syllabus is as under:

Class	Old syllabus	New Syllabus
6th	Ancient India	Inputs of Ancient India in context of Ancient World in a combined book of socml Sciences.
7th	Medieval India	Inputs of Medieval India in context of Medieval World.
8th	Modem India	Inputs of Modern India in context of Medieval World.
9th	World History	Twentieth Century World
10th	World History	Heritage of India
llth	Ancient India Medieval India Part 1	Ancient India I Sem Modern India II Sem
12th	Medieval India Part II Modern India	Modem India I Sem Modem World II Sem

In the National Curriculum Framework of 1988 there was a major recommendation that science and social-sciences should be taught as integrated subjects comprising physics, chemistry, and biology and history, geography, civics, and economics respectively, at the upper primary and secondary stages. In the area of science this recommendation was carried out. But in the areas of social science, separate books for history, geography, civics and economics continued to be used, although the subject was recognized as one i.e. social sciences. In the new syllabi of the upper primary and secondary stages, social science as one integrated subject is to be given in one social science book in each class. Balanced and relevant content from the subjects of history, economics, geography and civics would be built around respective themes of these book. In accordance with the recommendation of Yash Pal Committee and with a view to refusing the curriculum load, it is proposed to reduce the quantum of history. While reducing the quantam, no period or part of history will be dropped.

Schools affiliated to CBSE

239. SHRI AIMADUDWN AHMED KHAN (DURRU):
SHRI CM. IBRAHIM: